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ABSTRACT

This bibliography is divided into two major sections. The first contains a list of more than 100 titles of journal articles held as photocopies or on microfiche by the Open University. Categories are: research/evaluation, descriptive case studies, technological advances/reviews of current audiovisual technologies, and how to select/design video instruction. The list is in order of publication date. The second section contains ERIC abstracts of these articles, classified according to the same categories and arranged alphabetically within each category by author's name. Alphabetical lists of authors and journals in which the articles originally appeared are appended. (GL)

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A BIBLIOGRAPHY OF THE USE OF VIDEO-CASSETTES AS A TEACHING MEDIUM IN HIGHER EDUCATION

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DECEMBER, 1988

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SECTION 1 - INTRODUCTION

A search for articles suitable for inclusion in the Bibliography was conducted during April to August 1988. The most important source for the articles was the E.R.I.C., disc held in the University Library, however, a few extra articles were found in Journals. The E.R.I.C. search produced over 1100 titles dating from 1979 onwards with some reference to "video" from which over 400 abstracts were printed. The final search run was made after the updated version of the E.R.I.C. disc was received by the Library in August. Approximately 100 photocopies were obtained of selected articles, the articles being split into categories according to the content. A list of titles is given in Section 2, this list being in date order within each category. A list of abstracts is given in Section 3, and this list is in author order within each category.

A few interesting items in the Bibliography were either not available as photocopies through the Inter Library Loan Service or difficult to obtain, in some cases due to the length of the article. These items together with a small number of articles held on microfiche only, are noted in the list of titles.

An alphabetical list of authors is presented as Appendix 1, with a reference to the category in which the item appears and the date of the article, and a list of the Journals in which selected items were found is shown as Appendix 2.

SECTION 2 - TITLES OF ITEMS HELD

CATEGORY 1 - RESEARCH/EVALUATION

The effect of adjunct questions on learning from a videotape lesson.

Available from P.A. Kirschner, c/o Wolters, Noordhoff bv, Oude Boteringestraat, 22, Groningen, Netherlands. Eric Reference Number ED206264 (1979)

Kirschner P.A.; Brink H.J.V.D.

Use of video-cassette summaries of childhood in teaching developmental psychology

Teaching of Psychology Vol 6 No 3 P171-172 (1979)

Silvestro John R.

****p.c. not obtained****

Interactions between student achievement, locus of control & two methods of college instruction.

Educational Communication and Technology Vol 29 No 3 P139-146 (1981)

Root J.R.; Gall Meredith Damien.

Real film on video, a case-study of video cassette usage on EM235 Developing Mathematical Thinking

I.E.T. Paper on Broadcasting No 208 Open University (Mimeo)(1982)

Durbridge N.

The best use of educational T.V.

Media in Education and Development Vol 15 No 3 P132-137 (1982)

Gallagher Margaret.

Effects of interactive/computer instruction on the performance of underachieving students in mathematics

Proceedings Annual Meeting of American Educational Research Association, Montreal. Eric Reference Number ED233690 (1983)

Henderson Ronald.

An evaluation of the effectiveness of video-cassette modules in influencing students' perceptions of selected teacher characteristics. (A pilot study).

Agricultural/Secondary Education. Iowa State University (Mimeo) (1983)

Miller W. Wade.

The influence of video technology in adolescence. Media Panel Report No: 27

Lund University (Sweden) Department of Sociology (Mimeo) Eric Reference Number ED257420 (1983)

Roe Keith.

A tale of two texts : Verbal and video

College English Vol 45 No 5 P494-499 (1983)

Bell-Metereau Rebecca.

The uses and effects of video viewing among Swedish adolescents. An ethnographic study of adolescent video users. Media Panel Report No: 31
Lund University, Department of Sociology (Mimeo) Eric Reference Number ED257421 (1983)

Roe Keith, Salomonsson Karin.

****microfiche****

Report to MST322 Course team on student use and opinion of video modules 1 & 2
I.E.T. Paper Number 248 Open University (Mimeo) (1984)
Durbridge Nicola

Towards more effective evaluation studies of educational media.
British Journal of Educational Technology Vol 15 No 1 P33-42 (1984)
Prosser M.T.

An evaluation of telecourse achievement at Saddleback College.
Technological Horizons in Education Vol 11 No 5 P94-96 (1984)
Smith Jeanne.

Tutored videotape instruction in clinical decision making.
Journal of Medical Education Vol 59 No 3 P188-195 (1984)
Sox Harold.

Videotape vs Audiotape for listening comprehension tests : An experiment.
Omlta Journal P47-53 (1984)
Parry Thomas S. ; Meridith R. Alan.

****microfiche****

A course in heterogeneous catalysis involving video-based seminars.
Chemical Engineering Education Vol 18 No 4 P174-175 and 189 (1984)
White Mark G.

Interactive video as an economic teaching supplement.
Journal of Economic Education Vol 15 No 4 P325-328 (1984)
Rhodes Edwardo L.; Cervený Robert.

From videotapes to videodiscs : From passive to active instruction.
Journal of Chemical Education Vol 61 No 10 P866-868 (1984)
Russell Arlene A.

Home video recorders & the transience of television broadcasts.
Journal of Communication Vol 34 No 2 P56-71 (1984)
Levy Mark; Fink Edward L.

Interaction of learner control and prior conceptual understanding in computer-assisted video instruction.
Proceedings Annual Meeting of American Educational Research Association, Chicago. Eric Reference Number ED265845 (1985)
Gay Geraldine.

Preservice teachers' attitudes toward videotaped instructional modules in undergraduate reading courses. University students' attitudes toward videotaped instruction; A follow up study.

University of Arizona (Mimeo) Eric Reference Number ED276717 (1985)

Valmont William J.

microfiche

Effects of videotape mediation on the development of skills in audiovisual instruction.

Journal of Educational Television Vol II No 3 P207-210 (1985)

Ajayi-Dopemu Y.; Talabi J.K.

A test on instructional strategies for listening improvements in a simulated business setting.

Journal of Business Communication Vol 22 No 4 P33-42 (1985)

Smeltzer Larry R.; Watson K.

Message complexity & attention to television.

Communication Research. Vol 12 No 4 P427-454 (1985)

Thorson Esther.

Student uses of the Annenberg/CPB Telecourses in the fall of 1984

Research Communications Inc., Chestnut Hill, Massachusetts. Eric Reference Number ED264822 (1985)

Crane Valerie. **p.c. not obtained**

Teaching observational methods : Time sampling, event sampling, and trait rating techniques.

Teaching of Psychology Vol 13 No 2 P80-82 (1986)

Zeren Andrea.; Makosky V.

Media influence on learning : Examining the role of preconceptions.

Educational Communication and Technology Vol 34 No 4 P223-234 (1986)

Krendl K.A.

Can selection of an effective memory strategy be induced vicariously?

Contemporary Educational Psychology Vol II No 2 P170-186 (1986)

McGivern Julia E.

Media directed parent training. Symposium, parent training : Models and evaluation of outcome.

Proceedings Annual Meeting of American Association on Mental Deficiency. Denver. Eric Reference Number ED282373 (1986)

Kashima Kathleen

Effectiveness of interactive video in teaching basic photography.

Technological Horizons in Education Vol 14 No 2 P92-96 (1986)

Abrams Arnie.; Streit Les.

Television graduate engineering courses: Results of an instructional experiment
Engineering Education Vol 77 No 2 P109-112 (1986)
Wergin Jon F.

A review of simulation in teacher training.
Proceedings Annual Meeting of Mid-South Educational Research Association.
Memphis. Eric Reference Number ED279630 (1986)
Flaitz Jim.

Effects of presentation mode & visual characteristics on cognitive style.
Journal of Instructional Psychology Vol 13 No 1 P19-24 (1986)
Moore David M : Bedient Douglas.

Research on evaluation of instruction by telecommunications
Proceedings Annual Meeting of American Educational Research Association, San
Francisco. Eric Reference Number ED274299 (1986)
Dirr Peter J.

Interactive television : The influence of user control & interactive structure.
Proceedings International Television Studies Conference, London. Eric Reference
Number ED283510 (1986)
Gagnon Diana.

The effect of six production variables on recall of television commercials during fast
forward "zapping".
Proceedings Annual Meeting of Association for Education in Journalism and mass
communication. Norman. Eric Reference Number ED269772 (1986)
White Sylvia. **microfiche**

Are media merely vehicles for instruction.
Proceedings Annual Convention of Association for Educational Communications
and Technology, Atlanta. Eric Reference Number ED285523 (1987)
Winn William. **microfiche**

Which technology for what purpose? The state of the argument about research on
learning from media.
Proceedings Annual Convention of Association for Educational Communications
and Technology, Atlanta. Eric Reference Number ED285520 (1987)
Clark, Richard E. **microfiche**

How does the match between media & learners' preferred perceptual modes affect
literacy learning.
Proceedings Annual Convention of Association for Educational Communications
and Technology. Atlanta. Eric Reference Number ED285538 (1987)
Griffin, Suzanne M.

The effects of knowledge versus context-based design strategies on information and application learning from interactive video.

Journal of Computer-Based Instruction. Vol 14 No 4 P138-141 (1987)

Dalton D.W. ; Hannafin M.J.

Evaluation.

Instruction Delivery Systems Vol 1 No 2 P22-24, P26-28 (1987)

Emerson, Lawrence

p.c. not obtained

Introverted approaches to instructional media research : Eliciting perceptual processes which contribute to learning.

Proceedings Annual Convention of Association for Educational Communications and Technology, Atlanta. Eric Reference Number ED 285525 (1987)

Aust R.J.

Reader theories & educational media analysis.

Proceedings Annual Convention of Association for Educational Communications and Technology, Atlanta. Eric Reference Number ED 285526 (1987)

Becker A.

Effects of media on children's inference justifications.

Proceedings Annual Convention of Association for Educational Communications and Technology, Atlanta. Eric Reference Number ED285557 (1987)

Rodriguez S.R.

Some benefits of creating macro-contexts for science instruction : Initial findings.

Journal of Research in Science Teaching. Vol 24 No 5 P417-435 (1987)

Sherwood, Robert D.

VCR use & the concept of audience activity.

Communication Quarterly. Vol 35 No 3 P267-275 (1987)

Levy, Mark, R.

Patterns of self-directed learning within a continuing education environment.

Proceedings Annual Meeting of American Association for Adult and Continuing Education, Washington. Eric Reference Number ED287102

DeJoy, Judith Klippel.; Mills, Helen.

Effects of formal features in educational video programmes on recall.

Journal of Educational Television. Vol 14 No2 P107-120 (1988)

Boeckmann K.; Nessmamm K & Petermandl M.

CATEGORY 2 - DESCRIPTIVE CASE STUDIES

The place of a single camera video system in a chemistry department.
Journal of Educational Television Vol 5 No 2 P49-53 (1979)
Seeley Monica E.

Video in the field : A novel approach to farmer training.
Ceres Vol 13 No 1 P24-28 (1980)
Fraser Colin.

Videotaped telegraphic personalized instructional packages for students in health care settings.
Journal of Education for Social Work. Vol 16 No 2 P78-84 (1980)
Morgan, Robert

A one-term stand alone general chemistry laboratory course.
Journal of Chemical Education. Vol 57 No 3 P191-195 (1980)
Rasmussen, Paul G.

An optical crystallography instructional package on videocassettes.
Journal of Geological Education. Vol 28 No 5 P228-230 (1980)
Birnie Richard W.

The pedagogy of communication : Conscientization through mass media.
Media and Adult Learning. Vol 3 No 1 (1981)
Collins Michael. Gueulette D.G.

The use of self-produced video material in first year undergraduate practical classes.
Journal of Geography in Higher Education. Vol 6 No 1 P21-27 (1982)
Whitelegg J.

Meeting the needs for continuing education through advances in technology.
Lifelong Learning. Vol 5 No 6 P4-6, and P35 (1982)
Moore Richard L ; Shannon Michael C.

The use of videotape programs to teach interpersonal skills
Journal of Medical Education. Vol 58 No 10 P804-810 (1983)
Schoonover Stephen C.

Computer generated graphic tutorials in economics.
Collegiate Microcomputer Vol 1 No 4 P289-297 (1983)
Blum Lester.

Use of videocassette parent interviews in teaching developmental psychology.
Teaching of Psychology. Vol 10 No 4 P239-241 (1983)
Harper G. ; Silvestro J.R.

Why & how we made a problem oriented AV. teaching unit for chemistry students.
Journal of Educational Television. Vol 10 No 1 P35-38 (1984)
Mulder T.H.M. ; Verdonk A.H.

The utilization of videotaped instruction in the teaching of assessment skills : A case study.

Proceedings Annual Meeting of Northern Rocky Mountain Educational Research Association, Jackson Hole. Eric Reference Number ED254526 (1984)

Workman S. **Microfiche**

The critical incident as a source of structured experiences for group therapy courses.

Teaching of Psychology. Vol II No 4 P233-235 (1984)

Kaczowski H.

Video field trip : Bringing the real world into the technical writing classroom

Technical Writing Teacher. Vol II No 3 P175-179 (1985)

Barker Thomas T.

A new trend : Training "the tube".

Science. Vol 227 No 4694 P1569-1570 (1985)

Maugh T.H.

Electronic outreach : Television, the distant learner, and the library school.

College of Library and Information Science, University of South Carolina (Mimeo)

Eric Reference Number ED268990 (1985)

Barron D.D.

Self-produced videotapes in second language instruction

Studies in Language Learning. Vol 5 No 1 P29-34 (1985)

Gillespie J.B.

Spanish for agricultural purposes : Another use of video.

Studies in Language Learning. Vol 5 No 1 P83-95 (1985)

Mainous B.H.

Video instruction & a welcome change in continuing education

Technological Horizons in Education. Vol 12 No 7 P87-88 (1985)

Grosslight Jane. **p.c. not obtained**

Video in second language teacher training.

Language Learning Laboratory. University of Illinois (Mimeo) Eric Reference Number ED278249 (1985)

Goodman Pearl. **microfiche**

Teaching through interactive pictures : Computer, video and human realities.

Proceedings of Meeting of International Association of Teachers of English as a Foreign Language, Brighton. Eric Reference Number ED279153 (1986)

Strauss A.

Educational video : A miniseries approach.

New Directions for Continuing Education No 30 P3-13 (1986)

Foster Badig. ; Wertz Lana H.

Using film segments to teach narrative descriptive writing.

Teaching English in the Two Year College Vol 13 No 4 P273-280 (1986)

Gallagher B.

Use of video technology in an academic support program.

Journal of Reading, Writing and Learning Disabilities International. Vol 2 No 4
P295-300 (1986)

Cordoni Barbara K ; Welch Marshall.

Laboratories & demonstrations in child development with unedited videotapes.

Teaching of Psychology Vol 13 No 4 P212-214 (1986)

Poole Debra A.

The perception of order in apparent disorder : A classroom scene observed.

Journal of Education for Teaching Vol 13 No 2 P117-131 (1987)

Davies Bronwyn ; Munro Kathy.

Kinetics & mechanism of the iodine-azide reaction : A videotaped experiment

Journal of Chemical Education Vol 64 No 3 P271-273 (1987)

Haight G.P. ; Jones L.L.

Applying hard & soft technologies to weaknesses in traditional Instruction : Possible progress and some unintended side-effects.

Educational Technology Vol 27 No 4 P7-11 (1987)

Wilson B.G.

Learning English with an invisible teacher : An experimental video approach.

System Vol 15 No 2 P209-216 (1987)

Eisenstein M.

Videocourses for training staff in developing countries : An example with severely retarded and multiply handicapped children.

International Journal of Rehabilitation Research. Vol 10 No 2 P206-210 (1987)

McConkey R. ; Templer S.

Individualized/mediated curriculum materials development for vocational education. Final report

State Fair Community College. Sedalia. (Mimeo) Eric Reference Number ED287074 (1987)

Evans Shirley ; Young Amy. **p.c. not obtained**

Process video in scientific higher education.

Journal of Educational Technology Systems Vol 16 No 3 P265-281 (1987/88)

Wetzel Mary C.

CATEGORY 3 - TECHNOLOGICAL ADVANCES/REVIEWS
OF CURRENT AUDIO-VISUAL TECHNOLOGIES.

Computer controlled videodisc/videoplayer system.
Journal of Educational Technology Systems Vol 8 No 3 P201-206 (1979)
Walker C.L.

Interfacing the videocassette with the Apple II microcomputer.
Proceedings Annual Meeting of Joint Council on Economic Education, Kansas City.
Eric Reference Number ED231682 (1982)
Day H.R.

An interactive video system for education and training.
British Journal of Educational Technology Vol 14 No 1 P59-65 (1983)
Copeland P.

Interactive video instruction and the dreaded change in education.
Technological Horizons in Education. Vol 10 No 7 P112-117 (1983)
Price B.J. ; Marsh G.E. **p.c. not obtained**

Computer video interface for interactive instructional system.
Journal of Science and Mathematics Education in South East Asia. Vol 6 No 1 P47-50 (1983)
Kong Ng Wai. ; Khine Myint Swe.

Television in higher education.
New Directions for Higher Education. Vol II No 4 P23-32 (1983)
Dirr Peter.

Video cassettes versus Broadcasts?
Teaching at a Distance No 25 (1984)
Brown Stephen.

The use of interactive video in teaching micro economics: A note.
Journal of Economic Education Vol 15 No 4 P329-330 (1984)
Bogan E.

Using video in Higher Education
I.E.T. Paper on Broadcasting No 243 Open University. (Mimeo) (1985)
Bates A.W.

Video/computer, the students' partner for listening skills.
Proceedings Annual Spring Conference of Colorado Congress of Foreign Language Teachers. Colorado Springs. Eric Reference Number ED281358 (1986)
Manning J.L.

Forecasting the market for new communication technology: The home video player experience.

Proceedings, Annual Meeting of International Communications Association, Chicago. Eric Reference Number ED277355 (1986)

Klopfenstein Bruce C. **microfiche**

Using interactive video to assess teaching behaviours

Educational Leadership. Vol 43 No 6 P59-61 (1986)

Volker Roger. **p.c. not obtained**

The developement of video-training; The ICEM survey

Educational Media Instruction Vol 23 No 4 P167-177 (1986)

Fauquet Maurice.

Visual literacy : More to it than meets the eye.

Language Arts. Vol 64 No 6 P634-640 (1987)

Considine David M.

Interactive video : An examination of use and effectiveness.

Journal of Instructional Development Vol 10 No 2 P2-10 (1987)

Smith E.E.

CATEGORY 4 - HOW TO SELECT/DESIGN

Design implications of audio and video cassettes
I.E.T. Paper on Broadcasting No 222 Open University. (Mimeo) (1982)
Durbridge N.

Developing the use of video cassettes in the Open University
I.E.T. Paper on Broadcasting No 210 Open University (Mimeo) (1982)
Durbridge N.

Principles of good educational tapes.
Educational and Industrial Television Vol 15 No 2 P65-66, P68-69 (1983)
O'Rourke James.

Medical videotapes for clinical instruction
Educational and Industrial Television Vol 15 No 2 P62-64 (1983)
Kaufman David M.

Frameworks for the exploitation of video in the language classroom.
British Journal of Language Teaching Vol 24 No 1 P19-24 (1986)
Tudor Ian.

Creating and using video tapes for cartographic demonstrations.
Journal of Geography Vol 85 No 3 P125-127 (1986)
Andrews Sona K. ; Gersmehl Philip J.

Teaching students critical viewing skills
Curriculum Review Vol 26 No 3 P29-31 (1987)
Adams Dennis M. ; Hamm Mary.

Videotapes make storybooks come alive.
Perspectives for Teachers of the Hearing Impaired Vol 5 No 4 P18-20 (1987)
Dreher Barbara. ; Duell Ellen.

The use of industrially produced resource materials in secondary school science.
School Science Review. Vol 69 No 246 P42-49 (1987)
Dicker Rod.

Perspectives in the design of interactive video : Beyond tape versus disc.
Journal of Research and Development in Education Vol 21 No 1 P44-60 (1987)
Hannafin M.J. : Phillips T.L.

Better ways to use television for adult learning.
Lifelong Learning. Vol 11 No 6 P22-25 (1988)
Gueulette David.

Video cassettes by design in Open University courses.
Open Learning Vol 3 No: 3 pps 13-17 (November, 1988)
Crooks B.; Kirkwood A.

SECTION 3 - LIST OF ABSTRACTS - in author order within category.

CATEGORY 1 RESEARCH/EVALUATION.

Effectiveness of Interactive Video in Teaching Basic Photography.

Abrams, Arnie; Streit, Les

Technological Horizons in Education, v14 n2 p92-96 (September, 1986)

Describes a study which examined the effectiveness of interactive video as an instructional tool. Compares acquisition of basic photography skills by teacher education students through interactive video and linear video methods. Suggests that interactive video can be a powerful and effective training tool if used in the proper educational context.

Effects of Videotape Mediation on the Development of Skills in Audiovisual Instruction.

Ajayi-Dopemu, Y.; Talabi, J.K.

Journal of Educational Television, v11 n3 p207-10 (1985)

This study investigated the effectiveness of videotape as a medium for communicating skills in audiovisual instruction to education students at a university. Results indicate videotape mediated instruction can be better for developing skills in some practical aspects of audiovisual instruction than the lecture method

Introverted Approaches to Instructional Media Research: Eliciting Perceptual Processes Which Contribute to Learning.

Aust, Ronald I.

Proceedings of Annual Convention of Association for Educational Communications and Technology. Atlanta. Eric Reference Number ED285525 February, 1987

Meanings given to the term "perception" are discussed in this paper and two categories of perception theories having implications for instructional media research are identified. One category is described as extroverted because it includes theories primarily concerned with characteristics of external stimuli and the influence that the corresponding information has on the formation of mental

representations or percepts. Described as introverted, the second category of perception theories is concerned with the self-directed internal processes that individuals use in constructing percepts from sensory information. Research based on both theories of perception is reviewed as well as the literatures on (1) the ability to mentally construct or transform memorial representations and on (2) the validation of perceptual processes. Several questions for further research are outlined. A figure showing the use of anorthoscopic perception (i.e., the ability to recognize figures as they pass behind a narrow slit which is oriented vertically in the center of a stationary opaque field) to validate central mechanisms of perception is included and 64 references are listed.

Reader Theories and Educational Media Analysis.

Becker, Ann DeVaney

Proceedings of Annual Convention of Association for Educational Communications and Technology. Atlanta. Eric Reference Number ED285526 (1987)

Post structural reader theories--i.e., theories that focus on the reader/viewer rather than the text as the creator of meaning-- are considered in this paper in terms of their application to educational media research. Some key concepts of reader theories are defined as follows: (1) reading is the process of creating meaning while viewing an educational media presentation; (2) the text is the educational media presentation; (3) communities of viewers are those readers who share membership in a social, economic, professional, or other natural group and whose interpretations agree because of their membership in that group; and (4) intertextuality suggests either that certain meanings of one text are created only by the existence of related texts or that communication about shared practices or conventions may also be considered text. A preference for reception theory one of several reader theories, is indicated because the author or producer's role is well explored in this approach. Reception theory is described as the belief that, although any text is open to interpretation, at specific points in time readings of the text become concretized by readers whose expectations have been determined by their culture. A discussion of how children learn from "Sesame Street" is presented in the context of this theory, and 13 references are listed.

A Tale of Two Texts: Verbal and Video.

Bell-Metereau, Rebecca

College English, v45 n5 p494-99 (September, 1983)

Cites research indicating that while students react more strongly to visual presentations, they recall more details when reading. Offers explanations for the differences.

K Boeckmann, K. Nessmann & M. Petermandl

Journal of Educational Television, Vol 14, No. 2, (1988)

The influence of formal features in educational video films on recall was investigated in four steps. In step one, film sequences were identified which proved to have particularly positive or negative effects on recall. The formal features of these sequences were investigated and a quantitative analysis was made in order to establish correlations between recall data and specific formal features. There was no proof of any correlation between retention and formal elements (e.g. frame or camera movement) unrelated to the content. But formal features related to the content (e.g. the relation between two consecutive shots or between pictorial information and voice-overs) proved to influence recall. In step two, by a detailed analysis of the selected sequences, hypotheses were formulated. On the basis of these hypotheses, in step three predictions were made concerning the recall of a newly shot film. These predictions proved to be highly accurate when tested experimentally. In step four, some sequences in the same film were changed in accordance with the hypotheses. The effect of the changes on retention performance was again tested experimentally. As a result, some of the hypotheses were substantiated.

Which Technology for What Purpose? The State of the Argument about Research on learning from Media.

Clark, Richard E.

Paper presented at Annual Convention of Association for Educational Communications and Technology, Atlanta. Eric Reference Number ED285520 (26 February, 1987)

In the first of four symposium papers, Clark reviews the research on learning from media and uses his argument that media comparison studies show no differences in learning attributable to any one medium over another to dispute recent research on computer-assisted instruction. He also takes the position that the media attribute argument (i.e., different media contribute to learning by providing attributes that cultivate cognitive skills) is not supported by cognitive research. While the psychological contributions of media are disputed, the economic benefits of the utilization of instructional media are recognized, and recent study on the cost-effectiveness of media is described. Social and political barriers to media implementation are identified as areas in which further research is needed, and the confusion and conflict between an older craft-oriented approach to media and newer scientifically-based technologies is discussed. The paper concludes with the suggestion that media researchers need to orient themselves much more towards the social science disciplines. Ten references are listed.

Student Uses of the Annenberg/CPB Telecourses in the Fall of 1984.

Crane, Valerie

Research Communications, Inc., Chestnut Hill, MA. Eric Reference Number ED 264822 (February, 1985)

Research was conducted to examine student response to the fall 1984 Annenberg/CPB (Corporation for Public Broadcasting) telecourse experience and to determine factors that influenced students' decisions to take and/or drop the course, how they used the materials available to them, how effective they found these materials to be, and how this course experience compared to other college course experiences. Course use was examined in three ways: focus study sessions, study logs maintained by students, and a telephone survey of those who dropped the courses. A total of 200 students in 26 institutions participated in the study of 5 courses: (1) Brain, Mind and Behaviour; (2) The Write Course; (3) The Constitution: That Delicate Balance; (4) The New Literacy; and (5) Congress: We the People. The first of two sections in this document provides an executive summary of the study, which includes conclusions and recommendations, a summary of the study's findings, and its research methodology. The second section contains the final research report, which presents data on: (1) participants' college enrollment status; (2) Annenberg/CPB telecourse enrollment patterns; (3) students' experiences with the telecourses; (4) the role of the institution in the telecourse experience; (5) assessment of the telecourse materials; (6) overall course assessment; and (7) questionnaire responses.

The Effects of Knowledge- versus Context-Based Design Strategies on Information and Application Learning from Interactive Video.

Dalton, David W.; Hannafin, Michael I.

Journal of Computer-Based Instruction, v14 n4 p138-41 (Fall 1987)

Ninth-grade learners used one of three versions of an interactive video lesson on basic economics theory, one based on knowledge strategy, one on context strategy, and a control version without embedded questions. Results indicated context strategy was as effective as knowledge strategy for teaching declarative knowledge and more effective for teaching applications.

Patterns of Self-Directed Learning within a Continuing Education Environment

Dejoy, Judith Klippel; Mills, Helen.

Proceedings of Annual Meeting of American Association for Adult and Continuing Education. Washington. Eric Reference Number ED287102 (October, 1987)

The Personal Adult Learning Lab, part of the Georgia Centre for continuing Education, was established to (1) provide the type of learning environment that can support adult learners in their efforts to develop and direct their own learning

projects and (2) enable researchers to learn more about the nature of self-directed learning as demonstrated by adult learners. During the first year of the Learning Lab's operation, three evenly divided groups of learners appeared to use its facilities and equipment -- conferees, faculty/staff, and members of the local community. The conferees appeared most interested in materials about management skills, whereas local community members seemed most interested in computer training (especially for the IBM personal computer). The most pervasive first impression among those using the Learning Lab for the first time was that it would be a career counseling and testing service. Both conferees and community clients tended to spend most of their time with instructional materials delivered through computer-assisted instruction or a limited interactive video format. Seventy-seven per cent of the conferees and sixty six per cent of the community clients indicated that the freedom to set one's own learning pace was the most valuable feature of the instruction offered at the centre. The learning patterns observed among the users of the Learning Lab appear to confirm existing adult education research, which asserts that adult learning resources should reflect the documented interests and needs of the population being served and should offer learners the opportunity to control and shape their own learning efforts.

Research on Evaluation of Instruction by Telecommunications.

Dirr, Peter J.

Proceedings of Annual Meeting of American Education Research Association, San Francisco. Eric Reference Number ED 274299 (April, 1986)

Perspectives about evaluating instruction by telecommunications are offered in two related conference presentations, based on the experience of the Annenberg/Corporation for Public Broadcasting Project. The project has two goals: to create high-quality college-level materials using telecommunications, and to demonstrate the application of telecommunications and information technologies to address the needs of colleges. While the project's research has largely focused on the evaluation of television courses, the application of computers and other technologies is also of concern.. The following questions are considered in evaluating learning through telecommunications: (1) will the courses use effective production approaches and be academically sound; (2) will colleges adopt the courses and what will the adoption process be like; (3) will the programs be watched by informal learners; (4) which students will take the courses and how will they use and value the course components; (5) how can the learning effectiveness of the courses be assessed; (6) how to best measure the effectiveness of demonstration projects; and (7) what other areas should be evaluated? Reference is made to 20 studies about the adoption, use, and evaluation of the telecommunication materials.

Real Life film on Video. A case-study of Video-cassette usage on EM235 Developing Mathematical Thinking.

Durbridge, Nicola

I.E.T. Paper on Broadcasting No: 208 Institute of Educational Technology. Open University (Mimeo) (1982)

A paper which describes the use of video on EM235 Developing Mathematical Thinking from the design perspective, and discusses students' responses and attitudes to the medium and to the particular teaching strategies underlying EM235 video structure.

Report to MST322 Course Team on student use and opinion of video modules 1 & 2

Durbridge, Nicola

I.E.T. Paper Number 248 - Institute of Educational Technology, Open University (Mimeo) (1984)

This report contains a summary of interview data collected from 35 students taking this course in 1984, in relation to MST322 video component. Part 1 summarises:

- a) opinion about studying with video as a medium
- b) views on the value of the different types of video material contained in modules 1 & 2
- c) opinion of and ratings of aspects of video notes

Part II draws on questionnaire students without a video player in their homes, and hence focuses on the problem of the inconvenience to many students of receiving O.U. material on video.

Evaluation.

Emerson, Lawrence

Instruction Delivery Systems, v1 n2 p22-24, 26-28 (March-April, 1987)

Discusses the importance of both formative and summative evaluation of instructional design technology in educational and business settings. Topics discussed include interactive video, computer assisted instruction, courseware, industrial training methods, cost effectiveness, learner performance data, current research, computer simulation, and future evaluation needs.

A Review of Simulation in Teacher Education Training.

Flaitz, Jim.

Proceedings of annual meeting of Mid-South Educational Research Association
Memphis Tennessee. Eric Reference Number ED279630 (19th November, 1986)

A review of the literature on simulation as an alternative to field experience programs in teacher education is presented. A review is also offered of articles on the effectiveness of simulation techniques. Future directions for simulation are discussed, including "video robotics" and computer programs. This investigation was limited to journal articles on teacher education and the use of simulation in management was excluded. References are included.

Interactive Television: The Influence of User Control and Interactive Structure.

Gagnon, Diana.

Proceedings of International Television Studies Conference London. Eric Reference Number ED 283 510 (1986)

A series of studies are underway at the Massachusetts Institute of Technology's Audience Research Facility to examine the impact of interactivity on informational and entertainment based television viewing. In order to examine the learning of spatial skills from videogames, the first study compared the learning of spatial content from interactive (user controlled) and observational (television) media. Pre-existing cognitive styles, specifically the abilities of haptic perception and locus of control, were found to influence the subject's ability to perform with the two types of media. The second study will explore the influence of user control and interactive structure on learning from television news, as well as the influence of modality preference and pre-existing media usage patterns. The final study in the series will examine the influence of user control and interactive structure on viewers' identification and involvement with characters in the television program "Dallas." The influence of subjects' general empathy level and pre-existing media patterns will also be explored. This paper summarizes the results of the first study, describes the two follow-up studies to be conducted, and discusses the following topics as they relate to the research: (1) features of interactive television; (2) user control; (3) interaction of structure and content; (4) interactive structure; and (5) the influence of user characteristics. A 48-item bibliography is provided.

The Best Use of Education TV.

Gallagher, Margaret.

Media in Education and Development, v15 n3 p132-37 (September, 1982)

Describes the implementation and evaluation of a pilot project Malaysia in which videocassette systems were used to improve the utilization of educational television programs.

Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.

Gay, Geraldine

Proceedings of Annual Meeting of American Educational Research Association. Chicago. Eric Reference Number ED 265845 (April, 1985)

The purpose of this study was to examine how learners with different levels of prior understanding of a topic interact and learn from computer-assisted video instruction systems when they have control of content, sequence, pace, and mode of instruction. Based on pretest scores, 80 subjects were randomly selected, half with low prior conceptual understanding, and half with high prior conceptual understanding. Half of the subjects from each group were randomly assigned to a program vs. learner control treatment which consisted of computer-assisted video instruction modules on protein synthesis. A 2x2 analysis of variance was conducted on posttest scores and time on task, followed by a regression analysis to assess the relationship of other independent variables with posttest scores and time on task. In the learner control condition, subjects with high prior conceptual understanding in the subject area made significantly better use of control options and their time than did subjects with low prior conceptual understanding. In the program control condition, there were no significant posttest score differences, but there were significant time on task differences between subjects with low prior conceptual understanding and high prior conceptual understanding. Low prior conceptual understanding subjects had significantly higher posttest scores in the program control condition than in the learner control condition; however, there were no significant differences in time on tasks between conditions. Finally, high prior conceptual understanding subjects performed equally well in both program control and learner control conditions. A three-page list of references and several tables/figures complete the document.

How Does the Match between Media and Learners' Preferred Perceptual Modes Affect Literacy Learning?

Griffin, Suzanne M.

Proceedings of annual convention of Association for Educational Communications and Technology Atlanta. Eric Reference Number ED285538 (February, 1987)

Two issues relevant to the effectiveness of media used in second language literacy instruction were addressed in this study: learner-selected versus teacher-assigned media, and media that appeal to learners' preferred perceptual modes compared with media that do not match preferred modes. A group of 47 preliterate Hmong refugees between the ages of 24 and 65 who were acquiring English as a second language was selected for study. Subjects' preferred perceptual modes were classified as auditory, visual, or kinesthetic on the basis of the Kerby Learning Modality Test; the corresponding media options were a videotape, photographs, or a live teacher. Results showed a significant difference in achievement outcomes between learners

who selected their media and those who were assigned to media. Since many subjects did not demonstrate a dominant learning modality, the match between media and preferred perceptual modes was clear for only 13 subjects. There was no significant difference in literacy achievement outcomes between this group and learners who used media that did not clearly match their preferred perceptual modes. The impact of the culture of the participants on the study is discussed, and 17 references are listed.

Effects of Interactive Video/Computer Instruction on the Performance of Underachieving Students in Mathematics

Henderson, Ronald W.: and others

Proceedings of annual meeting of American Educational Research Association Montreal. Eric Reference Number ED233690 (April, 1983)

Two field trials were conducted to test the effectiveness of instructional materials, which were presented on an Apple II Plus microcomputer interfaced with a videocassette recorder, in teaching mathematical skills to students who had not made normal progress in mathematics learning. In the first field trial, 58 experimental students from a high school with a high proportion of Hispanic students participated in modules covering instruction in factors and prime numbers. A criterion-referenced pre and posttest and a School Learning Questionnaire (SLQ) were administered to both the experimental students and to 43 control students. A second field trial retested the factors and prime numbers modules and provided a pilot test of a fractions module. The subjects were 11 volunteers from an alternative school remedial program for students who had failed to pass the basic skills competency test required for high school graduation. Pre- and posttests were again administered. The results of the field trials showed that the computer-video instructional modules were effective in teaching or reteaching mathematical skills to secondary school students. However, the hypothesis that exposure to the instructional materials would be reflected in an increase in effort attributions specific to mathematics was not supported. A 38- item bibliography accompanies this report.

Media-Directed Parent Training. Symposium-Parent Training: Models and Evaluation of Outcome.

Kashima, Kathleen: and Others

Proceedings of annual meeting of American Association on Mental Deficiency Denver. Eric Reference Number ED 282373 (May, 1986)

In a search for effect dissemination methods for parent training programs, a videocassette program was developed as an alternative to traditional, professionally led programs to train parents in teaching self-help skills to their developmentally disabled children. Effectiveness of the videocassette approach was tested when 55 families in Los Angeles County with a moderately to severely developmentally disabled child (mean age 5.9) were randomly assigned to one of three conditions: (1)

live training by a professional who used a variety of methods such as lectures, group exercises, and brief videotaped vignettes: (2) video training facilitated by agency staff who had no prior experience with the curriculum content; and (3) a delayed training control group. In both training approaches, four sessions covered the following topics: (1) identifying a self-help skill to teach: (2) teaching techniques (e.g., task analysis, backward chaining); (3) using rewards; and (4) troubleshooting problems. Compared to parents in the traditional leader-directed group, parents in the video program had equal attendance, participation, and understanding; demonstrated equal mastery of behavioural principles on the 20-item Behavioural Vignettes Test; and gave equally high evaluations of the program.

The Effect of Adjunct Questions on Learning from a Videotape Lesson.

Kirschner, Paul A.; Brink, Henk J. V.D.

Available from Paul A. Kirschner, c/o Wolters-Noordhoff bv, Oude Boteringe Straat 22, Groningen, Netherlands. Eric Reference Number ED206264 (1979)

A fixed-pace video-lesson which had adjunct questions (AQs) interspersed throughout was viewed by 134 freshman psychology students to determine if AQs have a facilitative effect on relevant and/or incidental learning from a videotape lesson, and, if they do, to discover the optimal combination of the factors of position and type of question, and feedback. Subjects viewed a videotape containing prequestions or postquestions of the knowledge or comprehension type, either with or without feedback. This yielded eight experimental treatment conditions, each with 13 subjects. A control group of 30 subjects which only viewed the videotape was also included. The results indicate that AQs have a facilitative effect on learning from videotape learning materials intended for viewing in a group. Total learning and relevant learning were enhanced by the addition of AQs to the videotape, while incidental learning was not affected. The results further suggest that AQs may function differently in a videotape than in a written prose text. Three tables of data and a 17-item bibliography are included.

Media Influence on Learning: Examining the Role of Preconceptions.

Krendl, Kathy A.

Educational Communication and Technology, v34 n4 p223-34 (Winter 1986)

This discussion of research on media influences on learning describes a study of 611 students, grades three through 10, that examined user preconceptions about learning activities; examined differences in preconceptions across demographic subgroups based on gender and grade level; and interpreted results according to a theoretical learning model.

VCR Use and the Concept of Audience Activity.

Levy, Mark R.

Communication Quarterly, v35 n3 p267-75 (Summer 1987)

Examines the audience experience with home video cassette recorders (VCRs) from the perspective of the active audience concept. Finds the orientation of Israeli VCR owners to VCRs is selective somewhat involved, and generally productive of gratifications, also finds the kinds and levels of activities associated with VCR use are moderately consistent.

Home Video Records and the Transience of Television Broadcasts.

Levy, Mark R.; Fink, Edward L.

Journal of Communication, v34 n2 p56-71 (Spring, 1984)

Develops and tests a mathematical model that estimates the impact of home video recorders on the transience of television broadcasts. Concludes that home video recorder use has the potential to affect program longevity, but that the potential remains unfulfilled.

Can Selection of an Effective Memory Strategy be Induced Vicariously?

McGivern, Julia E.; and Others

Contemporary Educational Psychology, v11 n2 p170-86 (April, 1986)

In three experiments, fifth graders and college students watched a videotaped peer model executing two differentially effective associative-learning strategies. Observation of the model did not result in the consistent use of that strategy by fifth graders. College students did appear to benefit from the observational-learning opportunity.

An Evaluation of the Effectiveness of Video-Cassette Modules in Influencing Students' Perceptions of Selected Teacher Characteristics. (A Pilot Study).

Miller, W. Wade

Agricultural secondary education. Iowa State University (Mimeo). Eric Reference Number ED228202 (April, 1983)

An evaluation study was made of a project which developed videocassette learning modules featuring outstanding vocational agriculture teachers illustrating their teaching methods. The two-fold purpose of the study was to determine what teaching characteristics were considered most important by students, and whether viewing the videotapes influenced the students' perceptions of selected teaching characteristics. Subjects were 24 agricultural education students divided evenly into

experimental and control groups. The Teaching Appraisal Scale (TAS) was administered to the class prior to their division into groups. The TAS is designed to assess a teacher's possession of 20 selected teaching characteristics and their perceived value. The experimental group viewed three videotapes which had been developed for evaluation. The study found that the most highly valued teaching characteristics were: enthusiasm shown by the teacher for teaching; ability to explain clearly; and giving clear and precise directions. There were few measurable changes in ratings by the experimental group after viewing the tapes. Tables present information on pre- and post-test rankings of the selected teacher characteristics, and a comparison of the responses of the two groups. A list of the 20 characteristics on the TAS is included.

Effects of Presentation Mode and Visual Characteristics on Cognitive Style.

Moore, David M.; Bedient, Douglas.

Journal of Instructional Psychology, v13 n1 p19-24 (March, 1986)

Describes two experiments conducted with undergraduate students to determine effects of field dependence/independence on visual characteristics and presentation modes. The first studied content information recall from still projected visuals of different sizes and types of illustrations; the second studied visual-location task performance and interaction of presentation mode with cognitive style.

Videotape vs. Audiotape for Listening Comprehension Tests: An Experiment.

Parry, Thomas S.; Meredith, R. Alan

OMLTA Journal, p47-53 (1984)

A study to determine whether college students in first-, second-, and third-year Spanish courses who saw and heard dialogs between native speakers would score significantly higher on a listening comprehension test than those who only heard the dialogs had as it subjects 178 students randomly divided into two treatment groups. Twenty-seven dialogs, each containing items of varying degrees of difficulty and each less than one minute long, were videotaped for one group and the soundtrack was dubbed onto audiotape for the other group. The comprehension test consisted of 60 multiple-choice completion items in English. The statistically analyzed results indicated that students in the first- and second-year courses who saw the videotapes performed significantly better than those hearing the audio portion only. It is theorized that this occurred because the videotape provided more stimuli contributing to redundancy. Followup interviews indicated that students seeing the videotape may have had more interest and greater motivation to pay attention than those hearing the sound only. The test's ability to discriminate was about equal for audio- and videotapes, but teachers are cautioned to use discrimination indices only when using tests to rank students rather than when assessing progress. It is also suggested that if students do understand more of the videotaped version, they will feel greater success and incentive for developing their language skills.

Towards More Effective Evaluation Studies of Educational Media.

Prosser, M. T.

British Journal of Educational Technology, v15 n1 p33-42 (January, 1984)

Discusses alternative models for design of educational media evaluations and describes a formative evaluation of televised lectures developed for use as supplements to live lectures in first year life science courses. Issues and problems identified from the study, including the usefulness of such evaluations, are discussed.

Interactive Video as an Economic Teaching Supplement.

Rhodes, Edwardo L.; Cervený, Robert P.

Journal of Economic Education Vol 15 No 4 (1984)

This study evaluated the use of video production supplements in an upper-level applied microeconomics course. The presentation mode was interactive viewing. With respect to economic understanding, users and nonusers of the videos did about equally well. However, the user group did not exhibit the frequently reported negative attitude toward television instruction.

Effects of Media on Children's Inference Justifications.

Rodriguez, Stephen R.; and Others

Proceedings of Annual Convention of Association for Educational Communications and Technology, Atlanta. Eric Reference Number ED 285557 (February, 1987)

This study examined whether the sources of information children use to substantiate story-based inferences are influenced by the medium of delivery. The 48 third grade students who acted as subjects were stratified by sex and randomly assigned to one of two media conditions; i.e., each child was presented an African folktale either (1) as a televised story, or (2) as a picture book narrated by an audiocassette. Following the presentation of the story, students were asked a series of inference questions and required to justify their answers. Each inference justification was classified as either visual, audio, audiovisual, or out-of-story based. Children who saw the televised story used visual and audiovisual information to justify their inferences more often than did the children who heard and saw the narrated storybook version. Conversely, children in the storybook condition based significantly more inferences on audio information. These results indicate that, when selecting media for presenting information to children, consideration should be given to the specific attributes of the media to which children attend. Suggestions for further research conclude the paper. A data table displays the results of the study, and a list of 11 references is included.

The Uses and Effects of Video Viewing among Swedish Adolescents. An Ethnographic Study of Adolescent Video Users. Media Panel Report No. 31

Roe, Keith; Salomonsson, Karin

University of Lund, Department of Sociology (Mimeo). Eric Reference Number ED 257421 (December, 1983)

This report is one in a series dealing with Swedish adolescents' uses of video based upon the Media Panel research program, a three-wave, longitudinal research program on video use conducted at the department of Sociology, the University of Lund, and the Department for Information Techniques, the University College of Vaxjo, Sweden. Data were gathered in 1982 through indepth interviews with 46 ninth grade subjects from Vaxjo, who had earlier indicated that they used video in questionnaire surveys in December, 1980 and March, 1981. Following an introduction and an explanation of the data sources and background data, findings on adolescents' uses of video are discussed under the topics of video, television, and cinema; the respondents' attitudes toward conventional television; video and the cinema; video viewing (when, with whom, what, and why); horror and violence films; and differences between the sexes. Also included are discussions of the reported effects of video viewing on adolescents, and video use as a development of popular culture. Quotations excerpted from the interviews illustrate various points. Thirty-one references are listed.

The influence of Video Technology in Adolescence. Media Panel Report No. 27

Roe, Keith

Proceedings of conference of Finnish Association for mental Health, Helsinki. Eric Reference Number ED 257420 (June, 1983)

This report provides a detailed analysis of the video use and preferences of Swedish adolescents based on data drawn from the Media Panel project, a three-wave, longitudinal research program on video use conducted at the Department of Sociology, The University of Lund, and the Department for Information Techniques, the University College of Vaxjo, Sweden. Data were gathered in 1982 through in-depth interviews with 46 ninth grade subjects from Vaxjo who had earlier indicated that they used video in questionnaire surveys in December, 1980 and March 1981. The introduction to this paper discusses (1) whether individuals are uncritical, passive recipients of mass media messages, or (2) whether both individuals and social groups actively select and use media to achieve various gratifications. The subject group is then identified in its sociological context and the media content it uses, and an analysis covers the relationship of uses and preferences to the social groups' values and feelings. This discussion of results covers the extent of viewing and analyzes viewing habits according to age, sex and social background. Quotations excerpted from the interviews illustrate various points. Forty references are listed.

Interactions between Student Achievement, Locus of Control, and Two Methods of College Instruction.

Root, Jon R.; Gall, Meredith Damien

Educational Communication and Technology: A Journal of Theory, Research, and Development, v29 n3 p139-46 (Fall 1981)

Fifty-nine undergraduate students, divided into two groups to compare the instructional motivational effects of auto-tutorial and conventional instruction, were tested for achievement via performance (Ac), achievement via independence (Ai), and internal-external locus of control. Significant interaction was found between Ac and the two methods of instruction. Twenty references are listed.

From Videotapes to Videodiscs: From Passive to Active Instruction.

Russell, Arlene A.

Journal of Chemical Education, v61 n10 p866-68 (October, 1984)

Uses of videotaped instruction in the laboratory are discussed. Also discusses: (1) uses and advantages of videotaped instruction in the lecture; (2) facilities for producing videotapes; (3) facilities for using videotapes; and (4) the advantages of using interactive videodiscs for chemistry instruction.

Some Benefits of Creating Macro-Contexts for Science Instruction: Initial Findings.

Sherwood, Robert D.; and Others

Journal of Research in Science Teaching, v24 n5 p417-35 (May, 1987)

Presents data indicating that learning can be enhanced when information is presented that illustrates how science information can be used to solve problems. The experiments showed positive results through use of video-based macro-contexts.

Use of Video-Cassette Summaries of Childhood in Teaching Developmental Psychology

Silvestro, John R

Teaching of Psychology, v6 n3 p171-72 (October, 1979)

Explains goals, methods, and results of showing video cassettes of children at varying developmental levels in an undergraduate developmental psychology course. The majority of student ratings of the course were high. Suggests ways teachers can develop their own video cassettes.

A Test of Instructional Strategies for Listening Improvement in a Simulated Business Setting

Smeltzer, Larry R.; Watson, Kittie W.

Journal of Business Communication, v22 n4 p33-42 (Fall 1985)

Found that (1) students exposed to any three of the instructional strategies (lecture, video role model, and lecture plus a role model) produced better summaries and took more notes than the control group; and (2) those exposed to the video role model asked the most questions.

An Evaluation of Telecourse Achievement at Saddleback College.

Smith, Jeanne

Technological Horizons in Education, v11 n5 p94-96 (February, 1984)

Compared results of teaching courses using the lecture method with courses incorporating televised instruction. Findings indicate no significant difference in the amount of learning (academic achievement) between telecourse students and students in parallel on-campus courses.

Tutored Videotape-Instruction in Clinical Decision-Making.

Sox, Harold C.; and Others

Journal of Medical Education, v59 n3 p188-95 (March, 1984)

A comparison of traditional medical lecturing with a technique using a videotaped lecture that can be interrupted by a tutor for discussion or questions showed similar academic achievement rates but higher student ratings for the videotape method. The technique is recommended for specialized topics or areas in which the supply of expert lecturers is limited.

Message Complexity and Attention to Television.

Thorson, Esther; and Others

Communication Research: An International Quarterly, v12 n4 p427-54 (October, 1985)

Viewing television requires mental effort. Among the findings in this study, results indicated that more mental effort was required to process simple video and auditory information than complex information because the cognitive system is activated to a higher degree by complex messages and thus processes information more efficiently.

Preservice Teachers' Attitudes toward Videotaped Instructional Modules in Undergraduate Reading Courses. University Students' Attitudes toward Videotaped Instruction: A Follow-up Study.

Valmont, William J.

University of Arizona (Mimeo). Eric Reference Number ED 276717 (1985)

In the spring of 1985, 58 undergraduate students at a large university in the Southwest in a beginning course in diagnosis and instruction in reading were shown a videotape of a librarian who was demonstrating the art of telling stories to elementary school students. Following the viewing of the videotape instructional module, the subjects completed a questionnaire on their opinions about the value of this type of module. Aside from being impressed with the production and content of the videotape presentation, the students strongly felt that viewing it had a great deal of value for them as students and future teachers. They endorsed having the videotape as a permanent part of the course, and unanimously wished to see additional tapes. They showed that they were capable of identifying the major points presented in the tape and indicated strongly that videotapes help them to learn effectively. In the summer of 1985, a followup study was conducted with 18 students taking the same undergraduate reading course. These students were shown four videotapes as part of instruction. These students responded positively with their overall impressions of the four videos, but were not as enthusiastic as the students in the previous study who had seen only one. The students also expressed a strong desire to have more instruction in this manner. Findings indicated that 30-minute presentations are optimum for holding students' interest and attention.

Televising Graduate Engineering Courses: Results of an Instructional Experiment

Wergin, Jon E. and Others

Engineering Education, v77 n2 p109-12 (November, 1986)

Describes an experimental program begun in Virginia which utilizes instructional television systems to provide part-time engineering instruction for employees of nearby industry and government laboratories. Presents data collected comparing on-campus and "television students." Discusses the results of student course evaluations and ways to maintain a human element in teaching.

A Course in Heterogeneous Catalysis Involving Video-Based Seminars.

White, Mark G.

Chemical Engineering Education, v18 n4 p174-75, 189 (Fall 1984)

A video-based format was used during a graduate seminar course designed to educate students on the nature of catalysis, to help transfer information among students working on similar problems, and to improve communication skills. The mechanics of and student reaction to this seminar course are discussed.

The Effect of Six Production Variables on Recall of Television Commercials during Fast Forward "Zapping."

White, Sylvia E. and Others

Proceedings of annual meeting of Association for Education in Journalism and mass communication. Eric Reference Number ED 269772 (August, 1986)

In recent years, broadcast advertisers have become concerned with the tendency of video cassette recorder (VCR) owners to "zap" -- fast forward delete -- commercials. However, research has shown that viewers retain some recall of commercials, even with fast forward zapping, and it is to the benefit of advertisers to discover ways of increasing that recall through video production techniques. To determine whether certain production elements affected recall, a study was conducted to examine six elements on a variety of viewer responses. The elements studied were camera angle, shot size, cutting rate, background clutter, subject movement, and camera movement. Subjects, 125 college students, viewed seven commercials for nationally advertised products in five different presentations: normal speed, video-only, fast forward standard play, fast forward long play, and fast forward extended play. After viewing, the subjects completed free-recall and aided-recall measures of product type and brand name. Results showed that (1) camera angle affected commercial recall, with normal camera angles or those with extreme degrees of vertical/skew resulting in greater recall, (2) medium shots resulted in better recall than long shots, (3) moderate amounts of cuts resulted in more recall than low or high amounts, (4) background clutter was not negatively related to recall, (5) moderate amounts of subject movement resulted in greater recall than did low or high amounts, and (6) moderate amounts of camera movement did not produce greater recall than did low or high amounts.

Are Media Merely Vehicles for Instruction?

Winn, William

Proceedings of annual convention of Association for Educational Communications and Technology, Atlanta. Eric Reference Number ED285523 (January, 1987)

In assessing the validity of Clark's (1983) argument that media have no real effect on learning, the fourth of four symposium papers identifies five aspects of media which might affect learning: (1) the technology used; (2) the symbol systems employed; (3) the content conveyed; (4) the setting in which the media are encountered; and (5) the thoroughness of the design of the messages conveyed. Noting that Clark's argument deals only with the technology used for the delivery of instruction, the impact on learning of the other four aspects of media is examined, including relationships between technology and the other aspects of media. Evidence is presented that these aspects of media affect learning and are typically associated with a medium's technology, but it is pointed out that these relationships are correlational rather than casual and do not mean that the

technology has an effect on techniques with limited validity need to be studied to account for how people learn. A list of 16 references is included.

Teaching Observational Methods: Time Sampling, Event Sampling, and Trait Rating Techniques.

Zeren, Andrea S.; Makosky, Vivian Parker

Teaching of Psychology, v13 n2 p80-82 (April, 1986)

Presents an in-class activity which uses videotaped television shows to teach time sampling, event sampling, and trait rating techniques. Students responded favourably to this activity, and many reported that it increased their understanding of the different observation techniques.

CATEGORY 2 - DESCRIPTIVE CASE STUDIES

Video Field Trip: Bringing the Real World into the Technical Writing Classroom.

Barker, Thomas T

Technical Writing Teacher, v11 n3 p175-79 (Spring 1985)

Discusses two types of video field trips:

(1) motivational tapes which include interviews and tours and are designed to relate writing skills to job success, and (2) tutorial tapes, which include interviews, discussion films subject films, and videotape projects, and are designed to enhance specific assignments in a technical writing course. Discusses equipment and procedure for making the tapes.

Electronic Outreach: Television, the Distant Learner, and the Library School.

Barron, Daniel D

College of Library and Information Science, University of South Carolina(mimeo)
Eric Reference Number ED 268990 (1985)

This study focused on the use of television by the College of Library and Information Science at the University of South Carolina in meeting the preservice and continuing education needs of information professionals in the state. Following a general introduction, which discusses the use of technology in both librarianship and higher education, background information about the College of Library and Information Science's outreach program is provided. A brief history of the use of video in the college is then presented, including the production of the first telecourse, "*Jump Over the Moon: Sharing Literature with Young Children*," which is currently used by over 230 colleges around the world, and the subsequent adoption of teleconferencing for additional library science courses. Administrative and delivery issues involved with the utilization of television for instructional delivery are also discussed, including: (1) quality control concerns; (2) selection of courses to offer via teleconferencing; (3) faculty resistance and concerns; (4) lack of the social and emotional support provided by the conventional teacher-and-class situation; and (5) follow-up services for the learner. A discussion of concerns and issues involved in teaching adults via telecourses and an invitation for librarians and information scientists to use technology to facilitate information transfer for positive human benefits conclude the report. A six-page list of references is provided.

An Optical Crystallography Instructional Package on Videocassettes.

Birnie, Richard W.

Journal of Geological Education, v28 n5 p228-30 (November, 1980)

Describes a self-teaching instructional package on color videocassettes, supplemented with audio descriptions, prepared from original super-8mm cinephotomicrographs for use in optical crystallography courses. Production techniques are also reviewed.

Computer Generated Graphic Tutorials in Economics.

Blum, Lester

Collegiate Microcomputer, v1 n4 p289-97 (November, 1983)

Discussion of several applications of microcomputer programing in developing economics tutorials on videocassettes includes hardware requirements and videocassette preparation. A sample oligopoly program is included. Additional potential applications noted include using the microcomputer as an electronic blackboard and audio synchronized microcomputer configurations for library learning carrels.

The Pedagogy of Communications : Conscientization through mass Media

Collins, Michael, Ed.: and others

Media and Adult Learning v3 n1 (1981)

Two articles are presented relevant to media and adult learning. In the first article, "The Pedagogy of Communication: Conscientization through Mass Media," David G. Gueulette sets forth ideas derived from Freire's theory of literacy training and suggests means by which effective teaching strategies can be developed through popular mass media technizes for the enhancement of "conscientization" of critical consciousness among adult learners. The emergence of critical consciousness can lead to re-socialization or meaningful change in the viewpoint of adults. In the second article, Sandra Gruetter Migocki and George Y. Travis study the use and cost effectiveness of the videotape program, "Basic Education: Teaching the Adult," a thirty-two lesson videotape series for the training of teachers of adult basic education developed by the Maryland State Department of Education. The authors conclude that the format is feasible and within the economic grasp of states and territories, but that it may need individualizing in some cases. Following the articles is a book review of "The Free University: A Model for Lifelong Learning," by Bill Draves.

Use of Video Technology in an Academic Support Program.

Cordoni, Barbara K.: Welch, Marshall

Journal of Reading, Writing, and Learning Disabilities International, v2 n4 p295-300 (1986)

The ACHIEVE Program, an academic support system for learning-disabled college students at Southern Illinois University, uses video technology to present information in a way that is more concrete, segmented, and inferential than traditional modes of instruction. ACHIEVE is used to improve academic skills in reading, writing, and social skills.

The Perception of Order in Apparent Disorder: A Classroom Scene Observed.

Davies, Bronwyn: Munro, Kathy

Journal of Education for Teaching v13 n2 pps 117-131 (1987)

This paper shows how student teachers can learn to see, through analysis of videotaped classroom scenes, the underlying rules informing the patterns of interactions between teachers and pupils. A single classroom scene where the first impression is of complete chaos with one student running amok is analyzed in detail.

Learning English with an Invisible Teacher : An Experimental Video Approach.

Eisenstein, Miriam: and Others

System, v15 n2 p209-16 (1987)

Reports on an experimental teaching approach, based on an innovative video series, used in an English-as-a second-language (ESL) class for beginning learners. The tapes, which focused on students as they learned (with the viewers learning along with them), showed generally favorable results for ESL students.

Individualized/Mediated Curriculum Materials Development for Vocational Education. Final Report.

Evans, Shirley: Young, Amy

State Fair Community College, Sedalia (June, 1987)

The Media Center at State Fair Community College and State Fair Area Vocational-Technical School worked to develop a set of individualized/mediated curriculum for use in eight different vocational-technical programs in Missouri. The team developed, produced, evaluated, revised, and duplicated 28 videotape and 10 slide/tape individualized and group instructional modules (including instructor and student guides) dealing with the following program areas; electronics (11

modules), building trades (10 modules), Missouri Vocational Industrial Clubs of America (7 modules), and health for special needs students (10 modules). An additional 24 learning modules were field-tested for use in the following subject areas: auto mechanics (11 modules), machine shop (10 modules), high technology (1 module), and business and office (2 modules). In the opinion of the project advisory committee members who critiqued them, the modules were all either good or excellent and as good as or superior to corresponding commercially produced materials. Information on the modules was disseminated statewide, and the modules themselves were disseminated on a cost recovery basis. In addition, information about the modules and technical assistance was provided to Missouri institutions requesting help in using the materials.

Educational Video: A Miniseries Approach.

Foster, Badi G.; Wertz, Lana H.

New Directions for Continuing Education, n30 p3-13 (June 1986)

Describes how a major corporation adapted the prime-time television model to the workplace by using video to help create a more flexible, open culture conducive to change, innovation, and productivity. Discusses the series' objectives, the educational experience, the design method, lessons learned, and potential uses.

Video in the Field: A Novel Approach to Farmer Training.

Fraser, Colin

Ceres, v13 n1 p24-28 (January-February, 1980)

Describes a farmer training program developed in Peru using videotape records and audiovisual trainees. Courses are produced and given to rural people on topics such as dairy cattle husbandry, irrigation, potato growing, citrus production, and reclamation of saline soils.

Using Film Segments to Teach Narrative-Descriptive Writing.

Gallagher, Brian

Teaching English in the Two-Year College, v13 n4 p273-80 (December, 1986)

Suggests a method of tapping students' visual literacy to reach four interconnected pedagogical aims by using a brief film segment in conjunction with a series of writings tasks. Offers two additional incentives regarding teacher's knowledge of film and the necessary element of play to keep students engaged.

Self-Produced Videotapes in Second Language Instruction.

Gillespie, Junetta B.

Studies in Language Learning Vol 5 No 1 (1985)

The University of Illinois' Language Learning Laboratory began the process of developing its own videotape materials in 1979 with limited resources. Interest grew gradually among faculty and the graduate teaching staff, who generally designed and produced their own materials and then shared them with colleagues. A wide variety of tapes has been produced, including video to accompany a teacher-written text, modules based on specific language functions, dialogs for listening comprehension, a tape about francophon Africa using the accents and performances of foreign graduate students, special lesson materials, student-produced English as a second language materials, a cabaret performance, class skits, taped lectures, and special event tapes. Other projects are planned, including tapes of native French speakers demonstrating functional language uses and an interactive computer-videotape lesson. The program has shown that self-produced tapes add interest and spontaneity to classroom language learning, can be individualized, can be produced inexpensively, are easily and productively improvised, may be used by different teachers for different purposes, may be made more authentic with native speakers, can save materials research time, and can be edited and used in any way desired.

Video in Second Language Teacher Training.

Goodman, Pearl

Language Learning Laboratory, University of Illinois. Eric Reference Number ED 278249 (1985)

Several uses for videotape recordings in teacher training have evolved. They can be used for classroom demonstration of a methodology, approach, or technique, or for preserving and re-using a particularly good lecture by an effective speaker. Microteaching sessions or simulations can be recorded and critiqued or evaluated by the student himself. Teachers can tailor instructional materials to their classes and purposes, which can be especially effective in English for special purposes. Authentic prerecorded instructional materials are also becoming more readily available. Videotaping can also be useful for classroom research and observation. Teachers and teacher trainees can find creative uses for this technology, and should not bypass or undervalue the potential of basic video use in favor of more advanced technology.

Video Instruction and a Welcomed Change in Continuing Education

Grosslight, Jane

Technological Horizons in Education, v12 n7 p87-88 (March, 1985)

Discusses the benefits of using video instruction in professional development programs at Florida State University's Center for Professional Development and Public Service. They include recording and showing demonstrations and reducing the cost of bringing a continuing education program to participants.

Kinetics and Mechanism of the Iodine-Azide Reaction: A Videotaped Experiment.

Haight, Gilbert P.; Jones, Loretta L

Journal of Chemical Education, v64 n3 p271-73 (March, 1987)

Discusses some difficulties presented by the use of clock reactions with large numbers of students in illustrating the determination of rate laws and the deduction of a mechanism. Suggests the videotaping of a clock reaction without narration to be used with students in stages so that observations can be recorded.

Use of Videocassette Parent Interviews in Teaching Developmental Psychology.

Harper, Gregory F.; Silvestro, John R.

Teaching of Psychology, v10 n4 p239-41 (December, 1983)

To provide undergraduate and graduate psychology students with exposure to a wide range of parenting perspectives, eight videocassette programs were produced focusing on the child rearing strategies of parents. Described are project background, rationale, activities, materials development, and program implementation and evaluation.

The Critical Incident as a Source of Structured Experiences for Group Therapy Courses.

Kaczkowski, Henry

Teaching of Psychology, v11 n4 p233-35 (December, 1984)

An experiential model of learning used in a graduate level psychology counseling course to help students develop group leadership skills is described. Students view a videotape depicting scenes that require an intervention. The scenes describe events leading to a choice point, and some kind of leader action is required.

Spanish for Agricultural Purposes: Another Use of Video

Mainous, Bruce H.: and Others

Studies in Language Learning Vol 5 no 1 (1985)

Spanish for Agricultural Purposes is a set of study materials designed to furnish experience in Spanish for North American agriculturalists preparing to work in Latin America. The materials were developed in the University of Illinois' Language Learning Laboratory (LLL). They consist of (1) a basic manual based on specimens of agricultural writing in Spanish; (2) audio recordings and audio manual using linguistic exercises and a functional-notional syllabus; (3) a computerized reading course on the PLATO system; and (4) video tapes and video manual, including tape transcripts. The videotapes contain 48 three-minute interactions taped in the LLL studios and on the university's farms. The episodes show a North American agriculturist doing business in Latin America with extension agents, secretaries, government officials, school teachers, landowners, and farm workers. They transmit both language and cultural information. A valuable feature of the recordings is that no written script was used. The episode themes were given to the two or three role players, who then enacted them using natural language.

A New Trend: Training on "the Tube."

Maugh, Thomas H

Science, v227 n4694 p1569-70 (29th March, 1985)

Instructional videocassettes can provide efficient learning about analytical instrument maintenance and usage for scientists and technicians. Advantages of this approach include low cost to consumers, step-by-step instructions, and quality control of training. The programs currently available from three companies selling gas chromatographs and mas spectrometers are discussed.

Videocourses for Training Staff in Developing Countries: An Example with Severely Retarded and Multiply Handicapped Children.

McConkey, Roy; Templer, Sally

International Journal of Rehabilitation Research, v10 n2 p206-10 (1987)

The paper describes the development, content, and evaluation of an indigenously produced video training package in the developing country of Zimbabwe which is designed for local personnel (nurses, nurses' aides, trainee nurses, and teachers) working with severely retarded and multiply handicapped children and young adults.

Meeting Needs for Continuing Education through Advances in Technology.

Moore, Richard L.; Shannon, Michael C.

Lifelong Learning: The Adult Years, v5 n6 p4-6, 35 (February, 1982)

Reports the results of a survey of the use of videotape programming in continuing pharmaceutical education. Examines sources of media, participant interest, problems, costs, and implications of technological developments for continuing education professionals.

Videotaped Telegraphic Personalized Instructional Packages for Students in Health Care Settings.

Morgan, Robert

Journal of Education for Social Work, v16 n2 p78-84 (Spring, 1980)

A teaching-learning model using videotaped segments along with instructional modules to teach students the knowledge, values, and skills necessary to function effectively in a health-related clinic setting is described. The intent is to facilitate absorption of biomedical content to assist students to function as members of interdisciplinary teams.

Why and How We Made a Problem Oriented AV Teaching Unit for Chemistry Students.

Mulder, T.H.M.; Verdonk, A.H.

Journal of Educational Television, v10 n1 p35-38 (March, 1984)

Describes an audiovisual teaching unit on the chemical laboratory technique of recrystallization which was developed along problem-solving lines and based on observation of student laboratory behavior. Discussion includes usual procedures for developing such units, how this unit solves problems typically associated with teaching, and its general applications to similar situations.

Laboratories and Demonstrations in Child Development with Unedited Videotapes

Poole, Debra Ann

Teaching of Psychology, v13 n4 p212-14 (December, 1986)

Multipurpose demonstrations of child development are easy to produce by videotaping children while they interact with parents, siblings, or friends. Unlike commercial films, videotapes without narration allow students to formulate and test their own research questions. This article describes how to use unedited videotapes for laboratories in language development and a demonstration of infant development.

A One-Term Stand Alone General Chemistry Laboratory Course.

Rasmussen, Paul G.; and Others

Journal of Chemical Education, v57 n3 p191-95 (March 1980)

Evaluated and described is an innovative freshman chemistry one-semester laboratory, relating changes in the course to objectives in decreasing lab expenditures, increasing learning, increasing quality, improving attitudes, and producing materials for widespread use. Lists topics for experiments, videotape presentation, and computer simulation

The Use of Videotape Programs to Teach Interpersonal Skills.

Schoonover, Stephen C.; and Others

Journal of Medical Education, v58 n10 p804-10 (October, 1983)

The nature of interpersonal skills and the current status of visual aids for teaching human relations is reviewed, and ways that videotape productions with characters, story line, and action sequences can enhance learning are discussed. The experience of producing a series of videotapes about prehospital emergency care is described.

The Place of a Single Camera Video System in a Chemistry Department.

Seeley, Monica E.

Journal of Educational Television and Other Media, v5 n2 p49-53 (Summer 1979)

Describes how video equipment is used by the Department of Chemistry at Queen Elizabeth College, including different types of programs and production techniques, and discusses the relationship between instructor and program producer in an academic environment.

Teaching through Interactive Pictures: Computer, Video and Human Realities.

Strauss, Andre

Proceedings of Meeting of International Association of Teachers of English as a Foreign Language, Brighton. Eric Reference Number ED279153 (1986)

A technique designed to make the classroom use of videotapes for second language teaching for specific purposes more efficient is described. The technique begins with a classroom review of basic vocabulary and structures, which is then tested with a computer exercise. A second stage requires discussion and memorization of vocabulary and phrases within a certain subject-area field such as business, and includes examination of pictures. Aspects of the pictures are discussed, including

the setting, individuals, clothing, furniture, attitudes, and actions. This second stage of language learning is also verified with computer exercises. The picture-decoding exercise provides the students with skills to decode videotapes in the third stage, focusing on language and content without being distracted by details of the pictures themselves. Finally, the students write reports with the help of the computer's word processing program, and have individual interviews with the teacher. The method integrates language, visual presentation, personal experience, and use of the computer.

Process Video in Scientific Higher Education

Wetzel Mary C.

Journal of Educational Technology Systems, vol 16 (3) (1987-88)

Television has not been used well in modern universities, although technology is well advanced. In scientific education, despite the instrument-dependent nature of modern science, most methods neglect behaviors of teachers and learners. In contrast, variants of "process video" that are described here emphasized three-way interactions among instructors, students, and video machinery. Guidelines show how simple video assistance was introduced and developed gradually into more fully instrumented classrooms. It was concluded that a science of learning which merges video and computer science can help to integrate research, teaching, and service functions of postsecondary institutions.

The Use of Self-produced Video Material in First Year Undergraduate Practical Classes.

Whitelegg, I.

Journal of Geography in Higher Education, v6 n1 p21-27 (1982)

Describes an experiment in which British geography faculty used video cassette presentations for a three week period in first year undergraduate practicals. Examined are the experiment's results in terms of the problems and advantages of video cassette recordings and student reaction to video as opposed to live presentation.

Applying Hard and Soft Technologies to Weaknesses in Traditional Instruction: Possible Progress and Some Unintended Side-Effects.

Wilson, Brent G.

Educational Technology, v27 n4 p7-11 (April, 1987)

Describes weaknesses of traditional instruction and ways that instructional technology can help to correct these problems. Both hardware, such as computers and video, and soft technologies, such as methodologies and models, are considered.

Possible negative side-effects of technology-based instruction are discussed and 27 references are listed.

The Utilization of Video Taped Instruction in the Teaching of Assessment Skills: A Case Study.

Workman, Susan: and Others

Proceedings of Annual Meeting of Northern Rocky Mountain Educational Research Association, Jackson Hole. Eric Reference Number ED 254526 (October, 1984)

This presentation describes the development, implementation and evaluation of videotaped presentations on skills for assessing special needs in young children for Montana State University's Home Economics Course. The purpose of this project was to develop instructional materials which provide: (1) consistent and repeatable observational experiences; (2) simulated testing and scoring opportunities; (3) accurate and immediate feedback regarding scoring and interpretation; and (4) individualized pacing. The evaluation had four components: (1) a context evaluation on the educational environment and unmet needs; (2) an input evaluation summarizing supportive research; (3) a process evaluation providing feedback relative to implementation strategies; and (4) a product evaluation of project effectiveness. A combination of statistical and descriptive measures were used to assess the videotape's effectiveness: (1) tests of perceived observational and testing ability of control and experimental students; (2) random telephone interviews; and (3) a student questionnaire. Results indicate students benefited from observing a role model interact with a child in an actual testing situation. Student performance was higher for individualized viewing than for group presentation. Individualized pacing, practice and feedback appear to positively influence students' perceptions of their learning. Appendices contain: (1) Student Competence Questionnaire; (2) proposal format and cost estimates; (3) telephone interviews; and (4) the Student Videotape Evaluation Questionnaire and response summary.

CATEGORY 3 - TECHNOLOGICAL ADVANCES/REVIEWS OF CURRENT AUDIO-VISUAL TECHNOLOGIES

Using Video in Higher Education.

Bates A.W.

I.E.T. Paper on Broadcasting No 243 Institute of Educational Technology, Open University (Mimeo). (June, 1985)

This paper tries to show that television has unique teaching functions of immense significance to university education, and that new developments in technology enable many of the difficulties and weaknesses previously associated with broadcast television to be overcome.

The Use of Interactive Video in Teaching Microeconomics: A Note.

Bogan, Elizabeth C.

Journal of Economic Education, v15 n4 p329-30 (Fall 1984)

College students enrolled in a microeconomics course enthusiastically responded to the use of interactive video tapes. The tapes varied in length from 5 to 40 minutes and covered all the major topics in the course. The advantages of an interactive video program are discussed.

Video cassettes versus Broadcasts?

Brown, S.

Teaching at a Distance. 25. (1984)

Television is an expensive learning resource and it is becoming a scarce commodity in the Open University as more courses compete for a finite amount of transmission time. While the potential importance of television in a distance teaching context is widely recognized among educators, Open University students do not always seem to be so appreciative. At a time when the University is faced with cut-backs in expenditure, all course components need to be carefully considered in terms of their cost effectiveness. This paper, by Stephen Brown of the Faculty of Technology, examines the educational and economic advantages of video-cassettes compared with broadcast television, and puts forward proposals for the format and distribution of television in Open University courses in the future.

Visual Literacy and the Curriculum;: More to It Than Meets the Eye.

Considine, David M.

Language Arts, v64 n6 p634-40 (October, 1987)

Laments the lack of successful integration of current technological advances into American Classrooms. Suggests that schools need to acknowledge the role, form, and function of the mass media in society, and that teachers should develop teaching strategies to help students cope with the iconic world in which they live.

An Interactive Video System for Education and Training.

Copeland, Peter

British Journal of Educational Technology, v14 n1 p59-65 (January, 1983)

Describes interactive video teaching system (CAVIS) which mixes videocassette pictures, text, and videotex diagrams and presents via single television screen with sound. The development of CAVIS, related research, teacher-learner interaction, how CAVIS works, creating courseware, equipment compatibility, and evaluating trainee and courseware performance are highlighted. Nine references are cited.

Interfacing the Videocassette Tape with the Apple II Microcomputer.

Day, Harlan R

Proceedings of Annual Meeting of Joint Council on Economic Education, Kansas City. Eric Reference Number ED231682 (October, 1982)

An economics learning package which utilized a videocassette recorder (VCR) and an Apple II computer was successfully developed and field tested. The videocassette tape material used in the project was a lesson-- "To Buy or Not To Buy" -- from "Trade-Offs," a series of economics films for 9- to 13-year-olds. All programming was done using the computer language BASIC. The interface between the VCR and the microcomputer was developed by an electrical engineering student at Purdue University. The homemade interface device costs a fraction of what commercial interface packages cost. The learning package, which consisted of (1) introduction and pretest, (2) viewing of the "Trade -Offs" film, (3) questions and instruction on concepts covered in the film, and (4) posttest, was field tested with sixth graders from a private school. Students were tested individually, and each completed a questionnaire. Students seemed genuinely pleased with the materials; some learning about economics did take place (the average pretest score was 59% correct, the average posttest score was 78% correct); and there were very few technical problems.

Television in Higher Education

Dirr, Peter J.

New Directions for Higher Education, No 44 (The Expanding Role of Telecommunications in Higher Education) v11 n4 p23-32 (December, 1983)

The Higher Education Utilization Study conducted in 1979 and 1980 looked at television, radio, and audio. Information about current uses of television and radio by institutions of higher education and opinions about the factors that affect these uses was analyzed.

The Development of Video-training: The ICEM Survey

Fauquet, Maurice

E.M.I. vol 23 (4) (December, 1986)

The preceding articles relate to specific studies confined to particular countries. It is now our task to draw these out and broaden them, by stating certain recurrent themes which emerge from the more general survey carried out by us at the request of ICEM Collating the replies to the 116 questions addressed to the member countries of ICEM with the observations of general significance which are a feature of the preceding articles, we find areas of agreement which justify general conclusions.

Forecasting the Market for New Communication Technology: The Home Video Player Experience.

Klopfenstein, Bruce C.

Proceedings of Annual Meeting of International Communication Association, Chicago. Eric Reference Number ED 277355 (May, 1986)

This paper describes a critical study of the available forecasts and forecasting studies for the home video player market over a 15-year period which was undertaken to discover why so many forecasts were wrong about consumer adoption of home videocassette players and videodisk players, the reasons for these errors, and ways in which this knowledge can be applied to planning and forecasting the development of new communication technologies and services. An overview of forecasting methodologies and a brief history of the development of home video players are provided as background information for a discussion of the 29 forecasts collected from market research firms, government, academic, and other sources. These forecasts are then summarized and compared with actual events. Common forecast errors identified through this exercise are discussed, and suggestions for improving future market forecasts are offered. Both a listing of the forecast studies in chronological order and a 35-item reference list are included.

Computer-Video Interface for Interactive Instructional System.

Kong, Ng Wai; Khine, Myint Swe

Journal of Science and Mathematics Education in Southeast Asia, v6 n1 p47-50 (July, 1983)

Developing computer-assisted instruction courseware in which a microcomputer interfaces with videotape recordings is discussed. A sample sequence is listed.

Video/Computer, the Students' Partner for Listening Skills.

Manning, Jeanne L

Proceedings of Annual Spring Conference of Colorado Congress of Foreign Language Teachers. Eric Reference Number ED 281358 (March, 1986)

Notes for a conference presentation outline and illustrate an experimental technique to develop foreign language listening skills using video and computer. Materials are drawn from a pilot project entitled "Allo Allo," designed to teach students how to listen in French. The approach expands the definition of listening to include both aural and visual, or nonverbal, stimuli and combines computer exercises with video scenes. Through the video, students are exposed to authentic, concrete examples of speech ranging from grammar rules to real dialogue and including hesitations, repetitions, standard and regional accents, and a full range of nonverbal cues. The interactive computer exercises test and stimulate listening, observing and remembering, and reacting and giving meaning to what the students hear and see. The approach is being piloted at the secondary and postsecondary levels for different types of listening and levels of comprehension. Preliminary pilot results suggest that the technique is successful in integrating aural and visual aspects of comprehension and also develops student confidence in listening skills. The content and exercises can be varied for different instructional purposes.

Interactive Video Instruction and the Dreaded Change in Education.

Price, Barrie Jo; Marsh, George E

Technological Horizons in Education, v10 n7 p112-17 (May, 1983)

Interactive video (computer-controlled video instruction) has the potential to transform the educational delivery system in public education, including bringing down educational costs. Fiscal demise of public education, current uses of technology in education, interactive video courseware, production considerations, and future prospects are discussed.

Interactive Video: An Examination of Use and Effectiveness.

Smith, Eric E.

Journal of Instructional Development, v10 n2 p2-10 (1987)

Discusses the nature of interactive video, its educational use, evidence for its effectiveness, and the design of interactive video courseware. Use by the military and industry is also described, studies comparing video with other instructional methods are reviewed, and areas for further study are suggested. Ninety-four references are provided.

Using Interactive Video to Assess Teaching Behaviors.

Volker, Roger; and Others

Educational Leadership Vol 43 No 6 P59-61 (March, 1986)

Describes a system for training teachers using videotapes of master teachers in an interactive system that links a computer and videotape player. The computer provides remedial information while a version of the videotape is replayed with excerpts carrying a voice-over pointing out what to look for.

Computer Controlled Videodisc/Videoplayer System.

Walker, C.L.

Journal of Educational Technology Systems, v8 n3 p201-06 197 (1979)

Indicates that both videodisc and videotape have independent interactive applications. Videotape is an excellent means of pacing and reinforcing instruction in "motion picture" presentations. Videodisc is effective when the video segments are less interdependent or when still frames are to be employed.

CATEGORY 4 HOW TO SELECT/DESIGN

Teaching Students Critical Viewing Skills

Adams, Dennis M.: Hamm, Mary

Curriculum Review, v26 n3 p29-31 (January - February, 1987)

Focusing on video technology, this discussion of integrating new electronic media into the classroom suggests ways to help students critique and use new visual technologies effectively and to develop visual literacy.

Creating and Using Video Tapes for Cartographic Demonstrations.

Andrews, Sona K.: Gersmehl, Philip I

Journal of Geography, v85 n3 p125-27 (May-June, 1986)

Offers nine suggestions for video tape production and instructional use in a student laboratory for a cartography course. Briefly discusses costs and benefits, including more time for instructors to focus on specific techniques and individual questions.

Video-cassettes by Design in Open University Courses

Crooks Beryl, Kirkwood Adrian

Open Learning Vol 3. No 3 (1988)

In this paper - which is based on a presentation at the Educational Television Association Conference in York last April, - Beryl Crooks and Adrian Kirkwood of the Open University's Student Research Centre attempt to identify a distinctive educational role for video-cassettes. They argue that the benefits of distributing television material on video-cassette are not confined simply to the removal of constraints, such as inconvenient transmission times: when material is designed for use on video-cassette from the start, it also offers new teaching and learning possibilities - which they illustrate by reference to examples of video sequences from OU courses.

The User of Industrially Produced Resource Materials in Secondary School Science.

Dicker, Rod

School Science Review, v69 n246 p42-49 (September, 1987)

Summarized is a study designed to indicate how secondary school science teachers in Great Britain choose and use industrially produced resource materials (IPRM). Among the types of IPRM considered are films, videos, and computer simulations. Suggestions are given for improving materials for schools.

Videotapes Make Storybooks Come Alive.

Dreher, Barbara; Duell, Ellen

Perspectives for Teachers of the hearing Impaired, v5 n4 p18-20 (March-April, 1987)

The simultaneous presentation of picture book and signer on split screen videotape made literature more accessible and vital to hearing-impaired students. Suggestions are provided for preparing students for the viewing, discussing the story after viewing, and making videotapes.

Design Implications of Audio and Video Cassettes

Durbridge, Nicola

I.E.T. Papers on broadcasting No 222 Institute of Educational Technology, Open University (mimeo) (1982)

A paper presented as a talk to Norwegian Correspondence Schools on the use of audio and video cassettes in distance teaching. The first section discusses the characteristics of audio-cassettes, and gives examples of how these may be exploited in an educational context.

The second section focuses on video cassettes. One example of an O.U. video provides the basis for a discussion of differences between two kinds of video user - groups and individuals. Two clear routes for future videos are noted. Finally, the paper comments upon some major differences between audio and video cassettes and their implication for education.

Developing the use of Video-cassettes in the Open University.

Durbridge, Nicola

I.E.T. Papers on Broadcasting No 210 Institute of Educational Technology, Open University. (Mimeo) (1982)

This paper presents an account of a two-phased development in the use of video at the O.U. It describes the context in which its students learn and the way they are

currently accessed to video. It describes how in the first instance students are working with video cassette material also available via television broadcasts; the second phase of development involves videos designed to exploit the medium itself.

Better Ways to Use Television for Adult Learning

Gueulette David G.

Lifelong Learning vol 11 n6 (1988)

This article suggests that the end result of extensive use of formal and non formal educational television has resulted in a great deal of unplanned and very likely ineffective instruction. The view that the instructor must play a positive role in the use of television for instruction is reinforced by a list of generalizations for using medium.

Perspectives in the Design of Interactive Video: Beyond Tape versus Disc.

Hannafin, Michael J.: Phillips, Timothy L.

Journal of Research and Development in Education, v21 n1 p44-60 (Fall 1987)

This article presents an empirical context for evaluating the instructional appropriateness of interactive video design and challenges the perspective that places technical capabilities and limitations foremost in prescribing teaching systems. Technology and learners must interact in ways that benefit and optimize the capabilities of both.

Medical Videotapes for Clinical Instruction.

Kaufman, David M.

Educational and Industrial Television, v15 n2 p62-64 (February, 1983)

Cogent videotapes of patients with various illnesses are dramatic and useful educational aids. Suggested uses for and problems in producing such videotapes are discussed. A short checklist to help organize a videotape to be used for medical instruction is provided.

Principles for Good Educational Tapes.

O'Rourke, James S

Educational and Industrial Television, v15 n2 p65-66, 68-69 (February, 1983)

Twelve suggestions are offered for producing successful video presentations for educational television. Although most suggestions focus on ways to improve video presentations, it is emphasized that if material doesn't lend itself to visual

treatment, other media (lectures, texts, slide/tape presentations) should be investigated.

Frameworks for the Exploitation of Video in the Language Classroom.

Tudor, Ian

British Journal of Language Teaching, v24 n1 p19-24 (Spring, 1986)

Provides a framework for assessing uses of the video recorder in the second language classroom in terms of learning objectives and learner needs. The input or receptive mode can be exploited either intensively or extensively. The productive mode can be geared to process or product.

APPENDIX 1

<u>Authors</u>	<u>Date</u>	<u>Category</u>
Abrams Arnie.; Streit Les.	1986	1
Adams Dennis M.; Hamm Mary	1987	4
Ajayi-Dopemu Y.; Talabi J.K	1985	1
Andrews Sona K.; Gersmehl Philip J.; Considine David	1986	4
Aust Ronald J.	1987	1
Barker Thomas	1985	2
Barron Daniel D	1985	2
Bates A W.	1986	3
Becker Ann DeVaney	1987	1
Bell-Metereau Rebecca	1983	1
Birnie Richard W.	1980	2
Boeckmann K.; Nessmann K.; Petermandl	1988	1
Blum Lester.	1983	2
Bogan Elizabeth C.	1984	3
Brown S.	1984	3
Clark Richard E.	1987	1
Collins Michael	1981	2
Considine David	1987	3
Copeland Peter	1983	3
Cordini Barbara K.; Welch Marshall	1986	2
Crane Valerie	1985	1
Crooks B.; Kirkwood A.	1988	4
Dalton David W.; Hannafin Michael J.	1987	1
Davies Bronwyn. ; Munro Kathy.	1987	2
Day Harlan R	1982	3
DeJoy Judith Klippel.; Mills Helen.	1987	1
Dicker Rod	1987	4
Dirr Peter J.	1983	3
Dirr Peter J.	1986	1
Dreher Barbara.; Duell Ellen	1987	4
Durbridge Nicola	1982	1
Durbridge Nicola	1982	4
Durbridge Nicola	1984	1
Eisenstein Miriam	1987	2
Emerson Lawrence	1987	1
Evans Shirley.; Young Amy	1987	2
Fauquet Maurice	1986	3
Flaitz Jim	1986	1
Foster Badig.; Wertz Lana H.	1986	2
Fraser Colin	1980	2
Gagnon Diana	1986	1
Gallagher Brian	1986	2
Gallagher Margaret	1982	1
Gay Geraldine	1985	1

Gillespie Junetta B	1985	2
Goodman Pearl	1985	2
Griffin Suzanne M.	1987	1
Grosslight Jane	1985	2
Gueullette David G	1988	4
Hannafin Michael J.; Phillips Timothy L	1987	4
Haight Gilbert P.; Jones Loretta L.	1987	2
Harper Gregory F.; Silvestro John R.	1983	2
Henderson Ronald	1983	1
Kaczkowski Henry	1984	2
Kashima Kathleen	1986	1
Kaufman David M.	1983	4
Klopfenstein Bruce C.	1986	3
Kirschner Paul A.; Brink Henk J.V.D.	1979	1
Kong Ng Wai.; Khine Myint Swe	1983	3
Krendl Kathy A	1986	2
Levy Mark R.	1987	1
Levy Mark R.; Fink Edward L.	1984	1
Mainous Bruce H.	1985	2
Manning Jeanne L.	1986	3
Maugh Thomas H.	1985	2
McConkey Roy.; Templar Sally	1987	2
McGivern Julia E	1986	1
Miller W Wade	1983	1
Moore David M.; Bedient Douglas	1986	1
Moore Richard L.; Shannon Michael C.	1982	2
Morgan Robert	1980	2
Mulder T.H.M.; Verdonk A.H.	1984	2
O'Rourke James	1983	4
Parry Thomas S.; Meredith R Alan	1984	1
Poole Debra Ann	1986	2
Price Barrie Jo.; Marsh George E.	1983	3
Prosser M.T	1984	1
Rasmussen Paul G	1980	2
Rhodes Edwardo L.; Cerveny Robert P.	1984	1
Rodriguez Stephen R`	1987	1
Roe Keith.; Salomonson Karin	1983	1
Roe Keith	1983	1
Root Jon R.; Gall Meredith Damien	1981	1
Russell Arlene A	1984	1
Schoonover Stephen C	1983	2
Seeley Monica E	1979	2
Sherwood Robert D	1987	1
Silvestro John R	1979	1
Smeltzer Larry.; Watson Kittie W	1985	1
Smith Eric E	1987	3
Smith Jeanne	1984	1
Sox Harold	1984	1
Strauss Andre	1986	2

Thorson Esther	1985	1
Tudor Ian	1986	4
Valmont William J	1985	1
Volker, Roger	1986	3
Walker C L	1979	3
Wergin Jon F	1986	1
Wetzel Mary C	1987/8	2
White Mark G	1984	1
White Sylvia E	1986	1
Whitelegg J	1982	2
Wilson Brent G	1987	1
Winn William	1987	1
Workman Susan	1984	2
Zeren Andrea S.; Makosky Vivian Parker	1986	1

APPENDIX 2

Journals

British Journal of Educational Technology
British Journal of Language Teaching
Ceres
Chemical Engineering Education
College English
Collegiate Microcomputer
Communication Quarterly
Communication Research
Contemporary Educational Psychology
Curriculum Review
Educational Communication & Technology
Educational and Industrial Television
Educational Leadership
Educational Technology
Educational Media International
Engineering Education
Instruction Delivery Systems
International Journal of Rehabilitation Research
Journal of Business Communication
Journal of Chemical Education
Journal of Communication
Journal of Computer - Based Instruction
Journal of Economic Education
Journal of Educational Technology Systems
Journal of Educational Television
Journal of Education for Teaching
Journal of Education for Social Work
Journal of Geography
Journal of Geography in Higher Education
Journal of Instructional Development
Journal of Instructional Psychology
Journal of Medical Education
Journal of Reading Writing & Learning Disabilities International
Journal of Research & Development in Education
Journal of Research in Science Teaching
Journal of Science & Mathematics in S.E. Asia
Language Arts
Lifelong Learning : The Adult Years
Media & Adult Learning
Media in Education & Development
Music Educators Journal
New Directions for Continuing Education
New Directions for Higher Education

Perspectives for Teachers of the Hearing Impaired
School Science Review
Science
System
Teaching at a Distance
Teaching English in the Two Year College
Teaching of Psychology
Technical Writing Teacher
Technological Horizons in Education